

Appendix B
ARMSTRONG ATLANTIC STATE UNIVERSITY
Professional Education Unit
Lesson plan format

Candidate Name: _____ School's Name: _____

City or County: _____

Grade Level: _____ Class size or group size: _____

Subject/Topic: _____

Time (minutes) required for lesson: _____ Date(s) _____

Classroom demographics:

NOTE: Each lesson plan will be so clearly presented that a substitute teacher could follow it without error.

Georgia Performance Standards for this lesson (list standards):

Essential Question(s): An essential question can help guide the lesson and encourage creative or critical thinking on the part of the students.

Purpose and relevance of the lesson: State why this lesson is important for the students.

Prerequisite skills or knowledge required for mastery of this lesson:

Goals of lesson aligned with Georgia Performance Standards:

Objectives of lesson that support the lesson's goals: (Remember: Objectives typically state the *condition*, *performance*, and the *criterion*. For example: Given a paragraph containing five capitalization errors (the condition), the student will mark the five errors (the performance) with 100% accuracy (the criterion). Some objectives can be written with only the *performance*. Example: The student will solve equations having one unknown. Objectives will determine how the students' mastery of the lesson will be **assessed**.

Materials/Equipment/ Technology Required: Explain how technology will be used to enhance the lesson and support performance standards.

Procedures for Instruction:

Introduction that links new lesson to previous learning/prior knowledge: Explanation to describe the lesson's standards, to stimulate students' interest and engagement, and to give an overview of what is expected of the students.

Format of the lesson: Explain how the lesson will be conducted. What are the steps? Indicate whether this will be direct instruction, teacher modeling a skill with student with students engaged in independent practice, teacher monitored peer tutoring, a science lab, an experiment or other teaching procedures and requisite strategies. Indicate how you will involve students in making decisions about their learning. Describe how you will engage students' higher order thinking skills.

Application or independent practice: Describe the activities that will be used to assess students' understanding.

Assessment Process: Describe the procedures, activities, or instruments that will assess whether students are meeting the goals and objectives of the lesson. Describe any products students will produce. Describe how assessment **data** will be recorded, analyzed, and acted upon. Describe how students will receive **feedback**.

Pre-assessment:

Formative assessment:

Summative assessment:

Accommodations/Differentiation: Indicate the accommodations required to support the learning of **exceptional students**, including the gifted, those students who have disabilities (having 504 plans or IEPs), as well as those students who do not speak English as their primary language (ESL). Specify the disability or disabilities along with the accommodations. Provide the number of ESL students and accommodations.

Closure: Teacher and students engage in review of what was covered in the lesson. Describe the strategy or activity that will be used to facilitate students' recall and maintenance of learning.

Extended Practice/Homework: Indicate any skills practice students will perform prior to the lesson that will follow this one.

Appendices: Attach copies of printed support materials such as study guides, enrichment materials, resources, assessment(s), and assessment record(s), that are used with this lesson.

REFLECTION: Describe the strengths and weaknesses of the lesson. What did the lesson's assessment data reveal? How effective were the assessments? What would you do to improve the lesson? How do you plan to re-teach those who had difficulty with the lesson? How effective were the accommodations? How effective were the materials you used? If you used equipment or technology, how effective was it in supporting learning?

Special Education Candidates should add the following information:

Name of classroom teacher of record: _____

Indicate whether the lesson is for an individual, a small group, a large group, or a complete class.

Indicate the IEP goals that support this lesson. Indicate how these IEP goals are aligned with Georgia Performance Standards.

NOTE: An assessment rubric has been developed for the unit lesson plan.

Note that each of the three categories of students is clearly delineated.